



Developing students' feedback literacy

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Aim of paper

To explore how teachers and students might work together to develop students' feedback literacy





Overview

1. Feedback: importance and challenges
2. The nature of feedback literacy
3. Strategies for developing feedback literacy

SELECTED FEEDBACK ISSUES AND CHALLENGES





Four Levels of feedback

a) Task b) Process c) S-R d) Person

+ High effect sizes, feedback on process, self-regulation (S-R)

- Low effect sizes, feedback on person

(Hattie & Timperley, 2007)

Feedback purposes

Both students and staff have confusions over purposes of feedback and what it can achieve (Price et al., 2010)



Students' perspectives

Need to understand students' perspectives (Orsmond & Merry, 2011); particularly those of lower achieving students (Orsmond & Merry, 2013)



Guidance on using feedback

Need to guide and support students in using and acting on feedback (Burke, 2009)



“In general, do the right thing.”

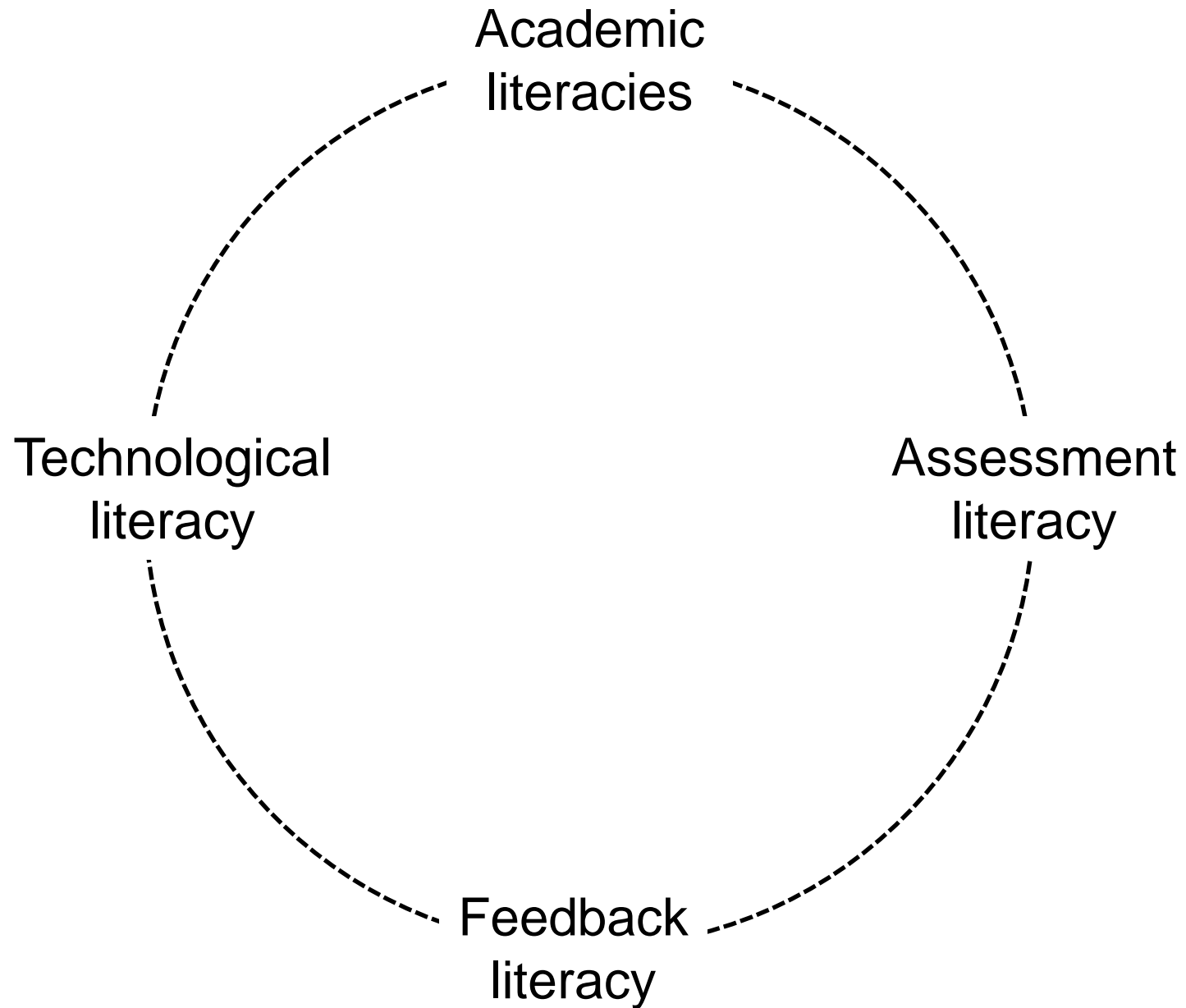
The role of grades

The grade is the prism through which students read feedback (Sutton, 2012)



THE NATURE OF FEEDBACK LITERACY







Scoping feedback literacy

Epistemological dimension (acquiring academic knowledge)

Ontological dimension (investment of identity in academic work)

Practical dimension (reading, thinking about, using feedback)

(Sutton, 2012)



Aspects of feedback literacy

- Understanding standards and experience in making judgments
- Understanding feedback purposes and processes
- Capacity to generate and use feedback (Carless, 2015)

Handling critique

Self-management skills, maintaining emotional equilibrium



Closing feedback loops

It's only feedback
if students take
some action



STRATEGIES FOR DEVELOPING STUDENT FEEDBACK LITERACY



Assessment dialogues

Discussing assessment processes to help students understand the rules of the game (Carless, 2006)

The first rule
of any game is
to know you
are in one.



Peer feedback

Often more plentiful and accessible

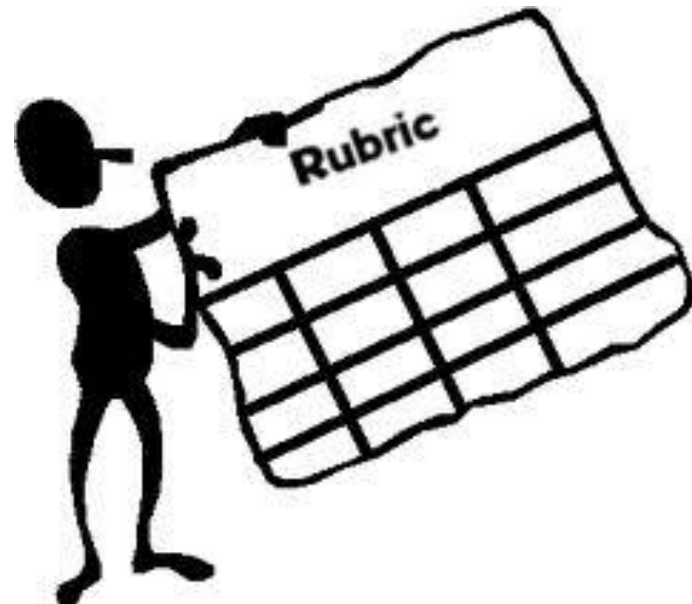
Students often gain more from providing than receiving peer feedback (Nicol et al., 2014)



Students
Helping
Students

Criteria & rubrics

- Generating criteria
- Engaging with criteria and standards
- Applying criteria
- Self-evaluation



Analyzing exemplars

Learning to apply criteria, make judgments about samples of student work and suggest how they can be improved (e.g. Hendry et al., 2011)





Final thoughts



Care and trust

Feedback is a social and relational act:

Care (Sutton, 2012)

Trust (Carless, 2009, 2013)



Key message

Teachers need to help students understand purposes & complexities of feedback and how they can use it



Policy implication

Need for further development in the assessment (for learning) literacy of university teachers (cf. Price et al., 2012)



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THANK YOU